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ABSTRACT

The development, design, and results of a survey of Florida State University alumni who received their degrees during 1980-1981 are examined. The questionnaire was mailed to 4,588 students who received undergraduate or graduate degrees, and 1,533 responses were obtained. Attention was directed to whether students had achieved personal, academic, and professional goals while attending the university; perceptions about the university and the major field of study; success in the job market; suggestions for the Alumni Office to best serve recent graduates; and potential benefits of developing a longitudinal alumni opinion survey database. Demographic data include: sex, race, entry date, last higher education institution attended, cumulative grade point average, veteran status, honor program affiliation, intercollegiate athletic affiliation, disabled student status, fraternity/sorority affiliation, and Florida county of origin. Detailed information is included on: design of the questionnaire and contributors, mailing the questionnaire, methods employed to make the university community aware of the data, and study designs. Demographic and response data are appended, along with a questionnaire. (SW)

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ED225492

A SURVEY OF RECENT ALUMNI: DESIGN AND PROCESSING CONSIDERATIONS

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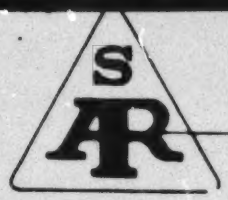
Southern Association for Institutional Research
Birmingham, Alabama
October, 1982



SOUTHERN ASSOCIATION FOR INSTITUTIONAL RESEARCH

This paper was presented at the 1982 Annual Conference of the Southern Association for Institutional Research held in Birmingham, Alabama, October 1982. It was reviewed by the SAIR Publications Committee and was judged to be of high quality and of interest to others concerned with the research in higher education. This paper has therefore been selected to be included in the ERIC collection of Conference Papers.

Gerald W. McLaughlin
President, SAIR

INTRODUCTION

Alumni have long been an important source of program support for institutions of higher education. Like most major universities, the Florida State University expends a significant amount of manpower and fiscal resources to maintain contact with its graduates. The University's philosophy has been that its responsibility to its students does not end upon their graduation, and that part of this responsibility is to be aware of the accomplishments, opinions, and needs of its graduates. This knowledge can be helpful in many ways to both the University and the graduates when, for example, the University is planning for the most effective utilization of the finite resources of an alumni office.

In an effort to obtain current information about its recent graduates, the Florida State University designed and mailed a comprehensive questionnaire to nearly 4600 alumni who received their degrees during 1980-81. This paper discusses the development, design, and the distribution methods of the questionnaire as well as the results of the on-going analysis from the survey.

THE DEVELOPMENT AND DESIGN OF THE QUESTIONNAIRE

The development of the questionnaire began in August, 1981, with the hiring of a consultant whose task was defined as one of working with selected members of the staff of the University Budget and Analysis Department to design an alumni questionnaire. The general purpose of the questionnaire was to gather information from alumni that could be used for the purposes broadly defined as follows:

1. To determine if the students believed their personal, academic, and professional goals were achieved while attending the Florida State University;
2. To determine the students' perceptions of the University and their specific major as measured by several attitude and opinion questions;
3. To determine student success in the job market as measured by employment status, current salaries, and the relationship of jobs to student majors;
4. To gain insight into any potential modifications of Alumni Office services and resource expenditures required to best serve the needs of recent graduates;
5. To determine the potential benefits of developing a longitudinal alumni opinion survey data base.

During a two-month period, fourteen editions of the survey document were developed before the final design and wording were acceptable to the staff. Twice during this development process,

selected administrators and academic deans were asked to submit specific comments, additions, and changes to editions of the questionnaire. A copy of the final edition of the questionnaire has been attached to this paper. This final design includes twenty-one questions, plus several initial identifying response blanks for name, date of birth, social security number, etc.

The placement of the questions and the identifying response blanks was very carefully considered. For example, the social security number blanks were placed in the middle of page one rather than at the top of the page because past surveys conducted by the University have indicated that students are more likely to supply their social security numbers if the number is not perceived to be an "identifier." Therefore, the blanks for name, address, and date of birth preceeded the social security number blanks.

The twenty-one questions were grouped to assist recipients completing the questionnaire. Questions one through six were designed to be answered by all respondents, while questions seven through fifteen were set aside for currently employed respondents. Questions sixteen through eighteen were to be answered by alumni currently attending any graduate school, while questions nineteen through twenty-one were to be answered by all respondents.

Answers supplied in two identifying response blanks ("major" and "type of degree") and for three questions (9,17, and 21) were categorized and assigned numerical codes by University personnel. The six-digit University major code was used to code

academic major on the first page of the questionnaire. This code includes three separate two-digit groups that identify (1) the student's school/college, (2) the student's degree program, and (3) the student's specific major in the degree program. This coding design permits eventual analysis by any of these three "levels" as desired. The specific degree information requested on the first page of questions was coded to allow analysis by level of degree (i.e., Bachelor's, Master's, etc.) or by type of degree within each level (i.e., BA, BS, BFA, etc.).

Responses to Question #9 which requested job titles were coded with a condensed version of the occupation category codes listed in Standard Occupation Classification Manual, 1980. The current graduate school "major field of studies" information in Question #17 was coded with the six-digit major codes previously described. Respondents' suggestions in Question #21 as to possible additional services to alumni were categorized and assigned a three-digit code designed to allow retrieval by category or by items within each category.

The director of the management information section designed the keypunching codes and data processing guidelines that have been built into each question. One result of this input is that each of the first three pages of questions is designed to not exceed the eighty-character standard card limit. The final two question pages were designed to be coded together on one eighty-character card.

Another positive result of involving management information system personnel in the early stages of the questionnaire design

was that the number of questions and the amount of identifying response blanks were kept to a minimum by designing a procedure to cross-match the social security numbers of each respondent with computerized internal University data files. This cross-match process provided up to fourteen additional categories of demographic data on each graduate. These categories were:

1. Sex
2. Race
3. Type of student at date of entry (First-Time-In-College, JC transfer, etc.)
4. Original entry date
5. Last higher education institution attended
6. Term degree was received
7. FSU cumulative grade point average
8. Veteran status
9. Honor program affiliation
10. Horizions Unlimited Program participant
11. Intercollegiate athletic affiliation
12. Disabled student status
13. Affiliation with fraternity or sorority
14. Florida county of origin

Several techniques were employed for the purpose of increasing the questionnaire return rate. The first technique was to insure that the questionnaire design created the initial impression of being attractive and easy to answer. The front and back covers were printed in garnet (one of the University's

colors) with an attractively designed stlye of type and the traditional University seal on the front cover. Upon opening the booklet-sized questionnaire, the alumnus was presented with a brief letter from President Bernard F. Sliger requesting the recipient's assistance in completing the assessment device. Dr. Sliger noted that the recipient's cooperation would help the Florida State University continue its responsiveness to the opinions and needs of its graduates. Directions for the questionnaire were brief and centered around each specific question, with the exception of one or two short sentences at the beginning and end of the document. The type was selected for its ease of readability, and the spacing and format of the questions were also designed to make the questionnaire easier to complete. The mailing packet included the questionnaire plus a large return envelope with a first class pre-printed return mail permit.

Bids were taken on the printing of 8500 copies of the questionnaire, and a local printing firm's bid of $0.107 per copy was accepted.

DISTRIBUTION OF THE QUESTIONNAIRE

The questionnaire was mailed to 4588 of the 5128 students who received Bachelor's or graduate degrees from the Florida State University during the 1980-1981 year. This period included four academic quarters -- Summer 1980 through Spring 1981. The 540 degree recipients not included in the survey mailing were

eliminated from the mailing list for several reasons, but mainly because of obvious inaccuracies noted during a pre-mailing examination of computerized address data from internal University files.

The University business services office applied the computer-generated mailing labels to the mail-out envelopes in zip code order, and a local mailing service firm was then employed via bidding process to complete the entire mailing process. This process included picking up the materials, envelope stuffing, and the delivery of the packets to the University post office ready for mailing. The combined cost of both services from these offices amounted to a very reasonable $0.06 per packet charge.

The survey packet was mailed at a third-class bulk rate of $0.059 per item. This mailing rate realized a savings in excess of $640.00 over the first-class rate.

The questionnaires were mailed during the second week of November, 1981, and were sent to the permanent home address listed in the students' records. This address was selected for several reasons. First, the students had recently graduated and updated address information on many of the students was not available via University computerized files. Secondly, although third class mail is not forwarded, the staff believed that most of the permanent addresses were still valid. We were also of the opinion that even if the student no longer lived with his parents, the mail would be received by the parents at the permanent home address, and they would probably hold it for the

student or forward it to him. In addition, we timed the initial mailing to arrive at the permanent home address just prior to the holiday season, thus increasing the possibilies that the student would get the questionnaire since they might be returning home for the Thanksgiving or Christmas holidays.

A follow-up mailing was conducted during the first week of February, 1982. Packets were sent to those people who had not yet returned questionnaires. The names of the "non-returnees" were derived through a simple but effective process that began with the printing of two identical sets of labels for the initial mailing. One set of labels was used for the initial mailing, and as an individual's questionnaire was returned, that person's label in the second set was discarded. Therefore, the labels remaining in the second set represented those people who had not yet returned a questionnaire. These remaining labels were then used to address the follow-up packets. The follow-up packet contained everything that was in the initial packet plus a letter (Attachment B to this paper) requesting the recipient complete and return the questionnaire.

The initial mailing produced a return rate of 24.5%. The follow-up mailing increased the final return rate to 33.4% (n=1533).

As each completed questionnaire was received it was carefully read and the responses were examined to insure that the document was properly completed. Codes were then assigned to the five questions as the responses required, and the questionnaire was then sent to be keypunched. The computer tape produced with

the questionnaire data was then crossmatched with internal computerized data files using the student's social security number. This crossmatch procedure added the additional fourteen data fields described earlier in this paper to each individual's response data. This process created what is referred to as the completed "sample data base", from which an SPSS file was then created.

ANALYSIS AND DISTRIBUTION OF THE DATA

The amount and diversity of the data acculumated from the questionnaire make it impractical to adequately analyze the data in one paper. In addition, the utility of even a short series of papers is in doubt unless these papers respond to specific current information needs of the University. Therefore, the Budget and Analysis staff has attempted to make the University community very aware of the potential uses of the data and to encourage individuals and groups to work with the staff in an effort to design specific studies utilizing the data base.

A brief review of the data received from the 1533 respondents will follow a discussion of the demographics of the population and the respondents. This section also contains a discussion of the methods utilized to make the University community aware of the data. In addition, a few potential study designs will be briefly discussed.

In most instances, the student demographic data have been

separated into two groups: undergraduate students and graduate students. The "undergraduate" group includes only students who received their Bachelor's Degree during the 1980-81 year, while the "graduate" group is comprised of students who received their Master's, Specialist's, or Doctor's Degree (including the Juris Doctorate Degree) during the same time period.

Generally speaking, the demographics of the respondents (n=1533) are very comparable to those of the population (N=4588). Table I presents a comparison of population and respondent demographics by four general categories: (1) type degree, (2) sex, (3) race, and (4) type of undergraduate student at date of entry (i.e., first-time-in-college, junior college transfer, etc.). The most notable difference between population and respondent return rates occurred for male graduate students (population = 46.9% vs. respondents = 38.0%) and for female graduate students (population = 53.1% vs. respondents = 62.0%). However, in a large majority of the other sub-categories the respondents percentages varied from the population percentages by less than three percentage points, and some varied by only a few tenths of one percent.

Table II provides the frequencies and percentages of responses to selected questions. These response data have been divided into four groups: (1) General Information, (2) Goals and Objectives, (3) Employment, and (4) Graduate Studies. A very positive tone towards the University permeates the response data in the first two sections dealing with general information and student goals and objectives. For example, while only 72.1% of

the former students would select the same major again after being in the job market for approximately one year, 90.3% said they would attend the Florida State University if they "had it to do over again." Even considering the potential impact of a positive response bias, these figures are an encouraging indicator from one group of University "consumers." Additionally, a large majority of the students reported they had achieved the specific goals and objectives listed in the questionnaire. Twenty-seven out of thirty-two of the "achieved" scores in the Goals and Objectives section of Table II exceed the ninety percent mark, and the lowest achievement percentage was 83.5% (Undergraduates: "To improve job potential"). Approximately three out of four (76.3%) of the alumni reported full-time employment, while only 6.7% reported they were still seeking employment. The remainder of the employment statistics in Table II pertain only to those alumni who indicated a full-time employment status.

In order to promote the maximum use of the data, several methods have been employed to generate awareness of and interest in the data base among the Florida State University community. First, multiple-page statistical summaries of the alumni data for each of the fourteen University schools and colleges were prepared and distributed to University administrators. In addition to providing by-school information, these summaries served to remind University administrators of the specific types of data available and encouraged them to consider potential uses of that information. Another internal group that was approached with a description of the available data was the Student Affairs

Research Committee (SARC). The SARC membership is comprised of representatives from each office in the Division of Student Affairs. The committee meets to review and coordinate research efforts in the general student affairs area. This group, which had input on the initial alumni questionnaire design, is now in the process of determining their priorities for information studies from the data base.

In addition, several other University committees have expressed interest in the use of the data. One of these committees-- a University self-study committee -- has expressed the opinion that not only do they intend to use the data, but that they believe a longitudinal alumni data base should be established for use by future self-study efforts.

Several of the groups mentioned above have had in-depth discussions regarding specific potential study designs utilizing the alumni questionnaire data base. Most of the proposed studies relate directly to the purposes of the survey effort as stated near the beginning of this paper. Interest has been expressed in several study designs that examine the responses to questions in the "employment section" by race and sex of formers students currently employed in specific occupations. A self-study committee on student quality and achievement is examining student responses to questions in the questionnaire related to the achievement of professional, personal, and academic goals. Another topic of interest addresses the reasons why students initially chose to attend the Florida State University as related to their post-graduation impressions of their experiences at the

University. At least one dean has requested employment statistics for graduates of a particular degree program. In addition, the Budget and Analysis staff has been designing several short studies in response to inquiries regarding the University graduates.

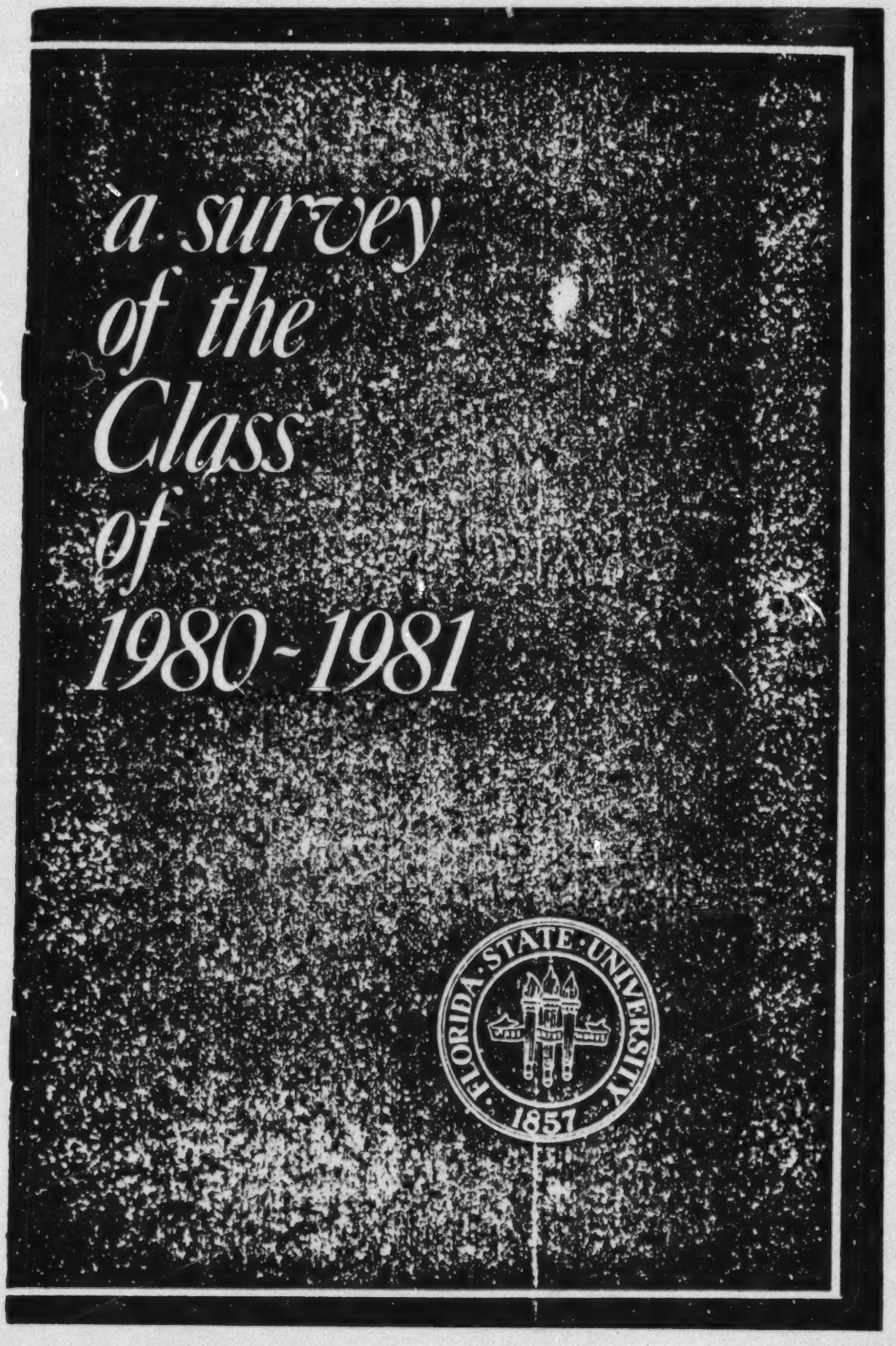
REVIEW OF THE QUESTIONNAIRE DESIGN

As the studies progress, an on-going review of the questionnaire design has been underway with the purpose of refining its design for future use. This review process has included input from several committees, as well as lengthy discussions with faculty and student groups.

Most of the recommended changes have related to relatively minor design variations that will result in specific improvements to a particular response area. This review process has the additional benefit of increasing the awareness of and, therefore, the use of the alumni questionnaire data base, while improving the general design of the survey instrument.

ATTACHMENT A

(A complete copy of the questionnaire has been attached to this paper)



ATTACHMENT B

Budget and Analysis

The Florida State University
Tallahassee, Florida 32306

January 15, 1982

Dear Alumnus:

The initial response to The Florida State University Survey of the Class of 1980-81 was overwhelming. Have you returned yours? If not, would you please take a few minutes now to complete the enclosed survey?

If you have recently completed and returned the survey, please ignore this additional request. Your cooperation and participation in the survey are appreciated. Thank you very much.

Sincerely,

Thomas E. Gusler

Thomas E. Gusler
Research Associate

TEGss
Enclosure

TABLE I
Demographic Data for Population and Respondents in a Survey of the 1980-81 Florida State University Alumni

	Population (n=4588)		Respondents (n=1533)	
	N	%	N	%
1. Type Degree				
Undergraduate	3150	68.7	1122	73.2
Graduate	1438	31.3	411	26.8
2. Sex				
Undergraduate				
Male	1377	43.7	454	40.5
Female	1773	56.3	668	59.5
Graduate				
Male	674	46.9	156	38.0
Female	764	53.1	255	62.0
3. Race				
Undergraduate				
White	2714	86.2	987	88.0
Black	244	7.7	67	6.0
Other	56	1.8	19	1.7
Not Reported	136	4.3	49	4.3
Graduate				
White	1221	84.9	358	87.1
Black	79	5.5	29	7.0
Other	73	5.1	6	1.5
Not Reported	65	4.5	18	4.4
4. Type of Student at Date of Entry				
(Undergraduate Only)				
F.T.I.C.	1031	32.7	387	34.5
Fla. Jr. Col. Trans.	1358	43.1	496	44.2
Other Transfers	667	21.2	205	18.3
Others	94	3.0	34	3.0

TABLE II
Responses To Selected Questions In A Survey Of
1980-81 Florida State University Alumni

I. GENERAL INFORMATION	Undergraduates (n = 1122)		Graduates (n = 411)		Total (n = 1533)	
	N	%	N	%	N	%
A. Student Ranking of FSU At Time of Admission						
First Choice	937	83.5	336	81.8	1,273	83.0
Second Choice	145	12.9	53	12.9	198	12.9
Third Choice	18	1.6	12	2.9	30	2.0
Less Than Third	14	1.3	6	1.4	20	1.3
No Answer	8	0.7	4	1.0	12	0.8
B. Factors Influencing Decisions to Attend FSU (Multiple Responses Possible)						
To Be With Friends	276	24.6	31	2.9	307	20.0
Financial Reasons	437	38.9	190	17.8	627	40.9
To Work with a Particular Fac.	39	3.5	59	5.5	98	6.4
Climate	211	18.8	65	6.1	276	18.0
Availability of Academic Prog.	559	49.8	270	25.3	829	54.1
Proximity to Home	569	50.7	205	19.2	774	50.5
Admissions Standards	112	10.0	30	2.8	142	9.3
Reputation of Academic Program	601	53.6	199	18.6	800	52.2
Reputation of Athletic Program	95	8.5	3	0.3	98	6.4
Family Preference	168	15.0	17	1.6	185	12.1
C. If you had it to do over again, would you select the same major?						
Yes	770	68.6	335	81.5	1,105	72.1
No	329	29.3	63	15.3	392	25.6
No Answer	23	2.1	13	3.2	36	2.3
D. If you had it to do over again, would you attend FSU?						
Yes	1,016	90.6	368	89.5	1,384	90.3
No	90	8.0	32	7.8	122	7.9
No Answer	16	1.4	11	2.7	27	1.8

TABLE II
Responses To Selected Questions In A Survey Of
1980-81 Florida State University Alumni

II. GOALS & OBJECTIVES AT FSU	Undergraduates						Graduates					
	Important		Achieved		Not Achieved		Important		Achieved		Not Achieved	
	N	%	N	%	N	%	N	%	N	%	N	%
A. To obtain an academic degree	1094	97.5	1094	100.0	0	0	401	97.6	401	100.0	0	0
B. To complete courses for licensure or certification	553	49.3	515	93.1	38	6.9	224	54.5	214	95.5	10	4.5
C. To obtain knowledge/skills career field	1053	93.9	981	93.2	72	6.8	382	92.9	364	95.3	18	4.7
D. To learn methods of scholarship, research	651	58.0	606	93.1	45	6.9	292	71.0	282	96.6	10	3.4
E. To increase ability to communicate & express self	925	82.4	873	94.4	52	5.6	309	75.2	293	94.8	16	5.2
F. To develop appreciation of art, music, theatre	450	40.1	399	88.7	51	11.3	92	22.4	78	84.8	14	15.2
G. To understand philosophies & cultures	523	46.6	467	89.3	56	10.7	151	36.7	138	91.4	13	8.6
H. To understand basic structure of sciences	427	38.1	391	91.6	36	8.4	101	24.6	92	91.1	9	8.9
I. To help analyze & deal with situations	950	84.7	915	96.3	35	3.7	333	81.0	316	94.9	17	5.1
J. To be exposed to variety of ideas & opinions	955	85.1	936	98.0	19	2.0	333	81.0	312	93.7	21	6.3
K. To help form life values & goals	932	83.1	856	91.8	76	8.2	248	60.3	224	90.3	24	9.7
L. To develop leadership skills	803	71.6	729	90.8	74	9.2	247	60.1	224	90.7	23	9.3
M. To meet people	901	80.3	881	97.8	20	2.2	233	56.7	228	97.9	5	2.1
N. To improve job potential	1041	92.8	929	89.2	112	10.8	385	93.7	347	90.1	38	9.9
O. To increase earning power	932	83.1	778	83.5	154	16.5	339	82.5	285	84.1	54	15.9
P. To participate in extracurr. activities	604	53.8	569	94.2	35	5.8	86	20.9	80	93.0	6	7.0

TABLE II
Responses To Selected Questions In A Survey Of
1980-81 Florida State University Alumni

III. EMPLOYMENT	Undergraduates (n = 1122)		Graduates (n = 411)		Total (n = 1533)	
	N	%	N	%	N	%
A. Employment Status						
Employed Full-time	836	74.5	333	81.0	1,169	76.3
Employed Part-time	91	8.1	26	6.3	117	7.6
Seeking Employment	71	6.3	31	7.6	102	6.7
Not Seeking Employment	118	10.5	19	4.6	137	8.9
No Answer	6	0.6	2	0.5	8	0.5
(The following summaries include only respondents who indicated full-time employment status in "A" above.)						
B. Number of Full-Time Responses	836		333		1,169	
C. Most Important Factor in Selection of Current Job						
Geographical location	211	25.2	103	29.2	314	26.9
Employer reputation	111	13.3	33	9.3	144	12.3
Only job offered	130	15.6	47	13.3	177	15.1
Challenge of position	231	27.6	108	30.6	339	29.0
Salary	73	8.7	25	7.1	98	8.4
Other	129	15.4	37	10.5	166	14.2
D. Was your degree an employment prerequisite?						
Yes	479	57.3	203	61.0	682	58.3
No	347	41.5	123	36.9	470	40.2
No Answer	10	1.2	7	2.1	17	1.5
E. How closely related is your current job to your academic major?						
Directly related	479	57.3	262	78.7	741	63.4
Somewhat related	201	24.0	51	15.3	252	21.5
Not related	153	18.3	15	4.5	168	14.4
No Answer	3	0.4	5	1.5	8	0.7

TABLE II
Responses To Selected Questions In A Survey Of
1980-81 Florida State University Alumni

III. EMPLOYMENT (CONT.)	Undergraduates (n = 1122)		Graduates (n = 411)		Total (n = 1533)	
	N	%	N	%	N	%
F. Are you working in type job hoped for as result of FSU degree?						
Yes	527	63.0	257	77.2	784	67.1
No	300	35.9	70	21.0	370	31.6
No Answer	9	1.1	6	1.8	15	1.3
G. Effectiveness rating of FSU education in job preparation						
Excellent	242	28.9	126	37.9	368	31.5
Good	348	41.6	133	39.9	481	41.1
Adequate	177	21.2	49	14.7	226	19.3
Poor	55	6.6	9	2.7	64	5.5
No Answer	14	1.7	16	4.8	30	2.6

TABLE II
Responses To Selected Questions In A Survey Of
1980-81 Florida State University Alumni

III. EMPLOYMENT (CONT.)	Undergraduates (n = 1122)		Masters (n = 411)		Doctorate (n = 1533)	
	N	%	N	%	N	%
H. Current Salary						
Less than $5,000	18	2.2	2	0.9	0	0
5,000 to 8,999	86	10.3	4	1.7	0	0
9,000 to 9,999	49	5.9	3	1.3	0	0
10,000 to 10,999	76	9.1	10	4.3	1	1.5
11,000 to 11,999	89	10.6	5	2.1	0	0
12,000 to 12,999	92	11.0	25	10.7	0	0
13,000 to 13,999	74	8.9	37	15.9	1	1.5
14,000 to 14,999	55	6.6	23	9.9	3	4.4
15,000 to 15,999	60	7.2	23	9.9	5	7.4
16,000 to 16,999	48	5.7	18	7.7	2	2.9
17,000 to 17,999	37	4.4	11	4.7	6	8.8
18,000 to 18,999	45	5.4	11	4.7	2	2.9
19,000 to 19,999	19	2.3	14	6.0	5	7.4
20,000 to 24,999	41	4.9	26	11.2	20	29.4
25,000 to 29,999	13	1.6	11	4.7	9	13.2
30,000 to 39,999	5	0.6	4	1.7	8	11.8
40,000 or more	4	0.5	1	0.4	3	4.4
No Answer	25	3.0	5	2.1	3	4.4
Total	836		233		68	

* Figures do not include Juris Doctor Degrees.

TABLE II
Responses To Selected Questions In A Survey Of
1980-81 Florida State University Alumni

IV. GRADUATE STUDIES	Undergraduates (n = 1122)		Graduates (n = 411)		Total (n = 1533)	
	N	%	N	%	N	%
A. Level of studies if now in a graduate school						
Masters	138	12.3	11	2.7	149	9.7
Doctoral	9	0.8	40	9.7	49	3.2
Specialist	0	0	2	0.5	2	0.1
Postdoctoral	0	0	1	0.2	1	0.1
Professional	40	3.6	2	0.5	42	2.7
Sub-total	187	16.7	56	13.6	243	15.8
No Response	93.5	83.3	355	86.4	1,290	84.2
B. Effectiveness of FSU as preparation for graduate school						
Excellent	64	34.2	19	33.9	83	34.2
Good	86	46.0	20	35.7	106	43.6
Adequate	30	16.1	6	10.7	36	14.8
Poor	4	2.1	4	7.2	8	3.3
No Answer	3	1.6	7	12.5	10	4.1
	187		56		243	

Office of the President

The Florida State University
Tallahassee, Florida 32306

To the Class of 1980-81:

We believe our responsibility to our students does not end with graduation. As a recent graduate, you can do all of us a service by helping to evaluate the quality of our educational programs.

Your opinions about the effectiveness of The Florida State University's educational programs in meeting your personal educational goals will help us to assess what changes we might make for future students. Also, we would like to know how we can continue to be of assistance to you as an alumnus of The Florida State University.

Please take 5-10 minutes to complete the attached survey. Your cooperation and assistance will be greatly appreciated.

Sincerely,

Bernard F. Sliger

Bernard F. Sliger
President

Please answer all questions as completely and accurately as possible. Your support and assistance are needed in this evaluation of your educational experiences at FSU.

NAME: _____
Last First Middle

Maiden Name _____

Permanent Address [11] _____ [30]

City [31] _____ [48] [49] State [50] [51] Zip Code [55]

Date of Birth: __ __ – __ __ – __ __
[56] Month [58] Day [60] Year

Social Security Number: ___ ___ ___ – ___ ___ – ___ ___ ___ ___

What was your academic major? [62] [67]

What degree did you receive? (EXAMPLE: Bachelor of Arts) [68] [69]

1) How did you rank FSU at the time you applied for admission? [70]

_____ [1] 1st Choice
_____ [2] 2nd Choice
_____ [3] 3rd Choice
_____ [4] Less Than Third Choice.

2) The following factors have been identified by college bound students as important in their selection of a college or university. Please check **up to three** of the factors listed below which were important in your selection of FSU.

_____ [71] To be with friends
_____ [72] Financial reasons
_____ [73] Desire to work with a particular faculty member
_____ [74] Climate
_____ [75] Availability of academic program
_____ [76] Proximity to home
_____ [77] Admission standards
_____ [78] Reputation of academic program
_____ [79] Reputation of athletic program
_____ [80] Parental/family preference

3) The following statements are goals and objectives for many college students. In the **first column**, please check whether each goal objective was important to you when you enrolled at FSU. In the **second column**, please check whether each goal objective was achieved as a result of your experiences at FSU.

Important (1)	Not Important (2)	Achieved (1)	Not Achieved (2)	
11		27		To obtain an academic degree
12		28		To complete the courses necessary for licensure or certification
13		29		To obtain knowledge/skills necessary for a career in my chosen field
14		30		To learn methods of scholarship, scientific research and/or creative endeavors
15		31		To increase my ability to communicate and express myself effectively
16		32		To develop a greater appreciation for music, art, theatre and similar activities
17		33		To develop an understanding of different philosophies and cultures
18		34		To develop an understanding of and appreciation for the basic structure of the sciences
19		35		To increase my ability to analyze and deal effectively with many types of situations
20		36		To be exposed to a variety of ideas and opinions
21		37		To help formulate the values and goals of my life
22		38		To develop leadership skills
23		39		To meet people
24		40		To improve job potential
25		41		To increase earning power
26		42		To participate in extracurricular activities

4) If you had it to do over again, would you select the same major?

43 [1 ____ Yes
2 ____ No If "no," why? _____

5) The following resources are frequently used by persons looking for a job. Please check **all** of the resources listed below that you used in seeking employment.

11 ___ Campus placement conference
12 ___ University placement office
13 ___ School College placement office
14 ___ Commercial placement office
15 ___ Friends
16 ___ Direct personal application to employer
17 ___ Public state employment services
18 ___ Civil Service application
19 ___ Professional contacts
20 ___ Newspaper advertisement
21 ___ Faculty
22 ___ Other (specify)
23 ___ Not applicable, did not seek employment

6) Are you presently employed for pay?

24
1 ___ Yes, employed full time
2 ___ Yes, employed part time
3 ___ No, seeking employment
4 ___ No, not seeking employment

If you are **not** currently employed, please skip to Question 16

7) How did you obtain your current job? (check one)

25 ___ Campus placement conference
26 ___ University placement office
27 ___ School College placement office
28 ___ Commercial placement office
29 ___ Friends
30 ___ Direct personal application to employer
31 ___ Public state employment services
32 ___ Civil Service application
33 ___ Professional contacts
34 ___ Newspaper advertisement
35 ___ Faculty
36 ___ Other (specify)

8) If you are employed, what is the name of your employer?

Company name 37 67

Address

City State Zip Code

9) What is your job title?

68 71

10) What is your current salary?

- Less than $5,000
- $5,000 to $8,999
- $9,000 to $9,999
- $10,000 to $10,999
- $11,000 to $11,999
- $12,000 to $12,999
- $13,000 to $13,999
- $14,000 to $14,999
- $15,000 to $15,999
- $16,000 to $16,999
- $17,000 to $17,999
- $18,000 to $18,999
- $19,000 to $19,999
- $20,000 to $24,999
- $25,000 to $29,999
- $30,000 to $39,999
- $40,000 or more

11) What was the **single** most important factor in the selection of your present position?

- Geographical location
- Employer reputation
- Only job offered
- Challenge of position
- Salary
- Other (specify) _____

12) Was your academic degree a prerequisite for your present position?

- Yes
- No

13) How closely related is your current job to your academic major?

- Directly related
- Somewhat related
- Not related

14) Are you working in the type of job you had hoped to obtain as a result of your education and experiences at FSU?

- Yes
- No

15) How would you rate the effectiveness of your FSU education in preparing you for your current job?

- Excellent
- Good
- Adequate
- Poor

16) IF YOU **ARE NOT** CURRENTLY ATTENDING GRADUATE SCHOOL, PLEASE SKIP TO QUESTION 19

At what level are you pursuing graduate school?

_____ Master's
_____ Doctoral
_____ Specialist
_____ Postdoctoral
_____ Professional (i.e., medicine, law, theology)

17) What is your major field of study?

_____

18) How effective was your education at FSU in preparing you for graduate school?

_____ Excellent
_____ Good
_____ Adequate
_____ Poor

19) The following offices provide services for students at FSU. Please evaluate each of the following.

I **did not know** about this office.
I **knew** about this office but **did not use** its services.
I used the services of this office and **was** satisfied.
I used the services of this office but **was not** satisfied.

_____ _____ _____ _____ Career Placement
_____ _____ _____ _____ CCIS (Curricular Career Information Services)
_____ _____ _____ _____ Cooperative Education

20) If you had it to do over again, would you attend FSU?

_____ Yes
_____ No If "no," why? _____

21) What services would you like for FSU to provide for its alumni?

_____

Please feel free to make any additional comments or suggestions.

THANK YOU FOR YOUR COOPERATION

Please use the enclosed envelope to return this survey to The Office of Budget and Analysis, 318 Westcott Building, The Florida State University, Tallahassee, Florida 32306.